

ART



“RUBE GOLDBERG”

Drawing Challenge

Subject Area: Art
Grade: 4-8



GENERAL LEARNER OUTCOMES

Students will:

LEVEL TWO - GRADE 3 & 4

DEPICTION -

- Component 4 - MAIN FORMS AND PROPORTIONS: Perfect forms and develop more realistic treatments
- Component 5 - Actions and Viewpoints: Select appropriate references for depicting

COMPOSITION -

- Component 7 - EMPHASIS: Create emphasis by the treatment of forms and qualities
- Component 8 - UNITY: Create unity by interrelating the parts of a composition.
- Component 9 - CRATSMANSHIP: Improve compositions by refining, rehearsing and critiquing

LEVEL THREE - GRADE 5 & 6

REFLECTION -

- Component 2 - ASSESSMENT: Impose standards on designed objects and invent improved versions.

COMPOSITION -

- Component 7 - EMPHASIS: Create emphasis through the use of structural devices and strategies.
- Component 8 - UNITY: Create unity by integrating the parts of a composition into the whole.

EXPRESSION -

- Component 10 (i) - PURPOSE 2: Illustrate or tell a story.



STUDENT LEARNING OBJECTIVES

GRADE 7

DRAWINGS - Drawing is a visual search for meaning.

- **COMMUNICATE** - Demonstrate technical competencies and express individual insights.
- **ARTICULATE AND EVALUATE** - Apply visual, analytical and critical skills and develop control and competency.

COMPOSITIONS - Composition is a search for a unified visual statement.

- **RELATIONSHIPS** - Analyze the relationships among the components of images.

GRADE 8

DRAWINGS - Drawing is a visual search for meaning.

- **ARTICULATE AND EVALUATE** - Apply visual, analytical and critical skills and develop control and competency.

COMPOSITIONS - Composition is a search for a unified visual statement.

- **RELATIONSHIPS** - Analyze the relationships among components of images.



SPECIFIC LEARNER OUTCOMES

Students will learn that:

LEVEL TWO - GRADE 3 & 4

DEPICTION -

- **Component 4 - MAIN FORMS AND PROPORTIONS:** Shapes can suggest movement or stability. Images can be portrayed in varying degrees of realism.
- **Component 5 - ACTIONS AND VIEWPOINTS:** Drawing strategies, such as gestures to capture action, are helpful in depicting animate forms. Actions among things in a setting create a dynamic interest.

COMPOSITION -

- **Component 7 - EMPHASIS:** Details, accents and outlines will enhance the dominant area or thing.
- **Component 8 - UNITY:** The parts can be arranged so that movement in the picture space leads the eye around and not out of the picture area. Every major area of a composition should be interesting in itself.
- **Component 9 - CRAFTSMANSHIP:** Refinement of forms and surface qualities is necessary to give a finished appearance to a composition.



STUDENT LEARNING OBJECTIVES

LEVEL THREE - GRADES 5 & 6

REFLECTION -

Component 2 - ASSESSMENT:

Criteria are necessary for the evaluation of designed objects.

COMPOSITION -

Component 7 - EMPHASIS:

Labelling demands artistic sensitivity as to placement, size, shape and medium

Component 8 UNITY:

Attention should be given to well distributed negative space, as well as to the balance of positive forms

EXPRESSION -

Component 10 (i) - PURPOSE 2:

Material from any subject discipline can be illustrated visually.

Grade 7

DRAWING -

COMMUNICATE -

Unusual combinations of shapes can suggest the invention of fantasy or mysterious images.

ARTICULATE AND EVALUATE -

Identifying and discussing one's problems in drawing and composing images is part of learning to talk about art.

COMPOSITIONS -

RELATIONSHIPS -

Identifying problems associated with image making is part of learning to analyze and criticize one's own art work.

Grade 8

DRAWINGS -

ARTICULATE AND EVALUATE -

Discussing the most appealing or favorite part of a student's own work is part of learning to talk about art.

COMPOSITION -

RELATIONSHIPS 2 -

Dominant elements and principles of media applications can be discussed by students in relation to the effective solving of their visual problems.

Discussing the most appealing or favorite part of a student's own work is part of learning to talk about art.



SPECIFIC LEARNER OUTCOMES



ASSESSMENT



LEARNING RESOURCES

Alberta Education Program of Studies



STUDENT LEARNING OBJECTIVES

Level Three - Grades 5 & 6

REFLECTION -

Component 2 - ASSESSMENT:

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COMPOSITION -

Component 7 - EMPHASIS:

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Component 8 UNITY:

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EXPRESSION -

Component 10 (i) - PURPOSE 2:

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DRAWING -

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SPECIFIC LEARNER OUTCOMES



ASSESSMENT

Grade 8

DRAWINGS -

ARTICULATE AND EVALUATE -

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LEARNING RESOURCES

Alberta Education Program of Studies

TEACHER INSTRUCTIONS:

Prior to going on the Wetland Field Trip host a discussion on Wetlands. What prior knowledge do the students have?

View:

[Bill Nye the Science Guy S03E17 - Wetland Ecosystems](#) (27:53 minutes)

Attend Field Trip:

Field Trip planning instructions provided by Ducks Unlimited are very extensive and include all the planning steps teachers need to take. The link to their Wetland Field Trip Guide is attached here:

[“How to Deliver a Wetland Field Trip”](#)- Ducks Unlimited Canada

Upon completion of your Wetland Field Trip, the assignment suggested will reinforce student learning.

STUDENT ASSIGNMENT:

A fun experience is going on a Wetland Field Trip and learning about wetland ecosystems by studying life in a local pond, slough, marsh, fen or bog. These areas are often found on a local farm, and farmers must avoid these areas for protection of the wetland, and also because it is too difficult to use them for agricultural purposes.

Through your classroom studies, and studies in the field, you will learn about organisms that live in, on and around wetlands and about adaptations that suit pond organisms to their environment. Through observation and research, you will also learn about the interactions among wetland organisms and about the role of each organism as part of a food web. The role of human action in affecting wetland habitats and populations is also something you will study.

With a partner you will take on the role of one of the organisms (producer, consumer, or decomposer) you saw in the Wetland.

You and your partner will create a Google Slide presentation where you will:

- Describe the wetland where you live (pond, slough, marsh) and each character will describe their life cycle.
- Discuss your interaction with each other as well as other living and nonliving things in and around the water.
- What is your role in the Wetland community. Are you a producer, consumer, or decomposer?
- Where do you and your partner fit on a food chain? Describe and illustrate with a diagram.
- Identify and describe adaptations that make you suited for life in a Wetland.
- Identify some other plants and animals found at the Wetland site, both in and around the water.
- Are there any human actions that can threaten the abundance or survival of living things in your Wetland? Has human action already done some damage in your Wetland?
- Are there any individual and group actions that can be taken to preserve and enhance your wetland habitat?
- You need to include a Title Slide as well as a Bibliography slide that documents all of your research sources including website URLs.

MARKING RUBRIC:

Criteria	Excellent	Proficient	Satisfactory	Limited
Introduction Slide Slide includes your group names and a catchy image.	Fully captures the attention of the audience. Topic has a clear focus.	Captures the attention of the audience. Topic is focused.	Few audience members seem interested. Topic focus is vague.	Audience is not captured. No topic focus.
Organization Introduction (Title Slide), body content and bibliography.	Present findings in an organized manner, and interesting sequences that are easy to follow.	Presents findings with some degree of organization and logical sequence that the audience can follow.	Information and graphics are placed haphazardly and students jump around content.	Audience cannot understand the presentation because there is no sequence and information is disorganized.
Content Accuracy	Covers topic completely and in depth. All content throughout the presentation is accurate. There are no factual errors. Students demonstrate full knowledge (more than required) with detailed explanations.	Includes essential information. Most of the content is accurate but there is one piece of information that might be inaccurate. Students demonstrate knowledge with content, but fail to fully explain.	Includes some essential information. The content is generally accurate but one piece of information is clearly flawed or inaccurate.	Includes little essential information. Content is typically confusing or contains more than one factual error.
Presentation	Includes 9- 10 slides. Information on slides is kept short and clear	Includes 7-8 slides. Information on slides contains some sentences and has some difficulty explaining ideas clearly	Includes 6 slides. Information on slides contains many sentences and has much difficulty explaining ideas clearly	Includes less than 6 slides. Information on slides contains many sentences and does not explain ideas